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ABSTRACT

This final report describes a coordinated dissemination program that was developed to help provide educational information to the teaching personnel of the Puerto Rico Department of Education. Objectives, problems, accomplishments, and recommendations are included; appendices provide the program's budget, the questionnaire used to assess the needs for educational information dissemination, tables of minimal competencies in areas of critical underachievement (for fourth and seventh grades of the Barranquitas School District), summaries of Title III validated projects, summaries of documents, and a list of documents collected in the dissemination center. (JD)

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U.S. DEPARTMENT OF HEALTH,
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READINESS FOR AN EFFECTIVE DISSEMINATION PROGRAM

FINAL REPORT

1976-77

IR007686

COMMONWEALTH OF PUERTO RICO
DEPARTMENT OF EDUCATION
HATO REY, PUERTO RICO

OFFICE OF THE
SECRETARY OF EDUCATION

January 10, 1979

Dr. Michael Timpane
Deputy Director
National Institute of Education
1200 Nineteenth Street, N.W.
Washington, D.C. 20208

Dear Dr. Timpane:

The Department of Education of the Commonwealth of Puerto Rico was awarded a grant (No. NIE-G-76-0047) for the dissemination of educational information effective July, 1976 and ending December, 1977.

As per request, we are supplying you with ten (10) copies of the Final Report on project outcomes.

We are satisfied with the results of this project and hope that we may be able to expand it in the future.

Sincerely,

Carlos E. Chardon
Secretary of Education

Enclosures

I 1200 7684

READINESS FOR AN EFFECTIVE DISSEMINATION PROGRAM

Final Report

Problem Addressed:

The Puerto Rico Department of Education has been very much concerned about the educational practices in the classroom. These practices have not always approached the instructional problems in their very true notice. Not all of the local school districts have made effective use of the problem solving techniques, nor of most of the information concerning validated practices. Systematic and continuous educational improvement must be based on the use of verified knowledge; therefore, it was necessary to establish a more effective linkage between producers and consumers of knowledge in our schools.

Although all federal and state programs had their own informational activities through which they had public their objectives and outcomes, there had been no systematic approach to provide alternatives for educators to make their own decisions on how to overcome their educational problems.

This was shown in the Assessment of Impact of the Puerto Rico Title III, ESEA Program conducted during FY 1975. Regarding the dissemination program, its findings were that:

1. Only 42% of the selected projects continued in operation without federal funds. Lack of coordination between the central, regional and local levels was the reason given for non-adoption or adaptation of projects by a greater percentage of school districts.

"The intent of the Demonstration District was to nurture and foster the organization and development of innovative and exemplary practices and to facilitate their transference to other areas. The purpose was sound. However, when questioned as to their knowledge of Demonstration Districts, 40.3 percent of all interview respondents professed little or no knowledge of their role. This

was notably seen at the local level where most of the respondents belonged to a Demonstration District. Here, 45.4 percent knew little or nothing. At the central level a surprising 45.7 percent indicated knowing little or nothing of the purpose of these Districts". (An Assessment of the Impact of the Puerto Rico Title III, ESEA Program, 1975, p. 75).

2. There was a need for establishing better strategies of communication between the Central Office and local school districts.

"The fact that 50.0 percent of evaluation and validation reports as well as 31.9 percent of interview respondents mentioned lack of coordination among administrative levels clearly indicates that this area may well have been one reason why project goals were not fully attained or project activities were not more satisfactorily disseminated". (An Assessment of the Puerto Rico Title III ESEA Program, 1975, p. 75).

3. The dissemination activities used should be improved.

Exportation of Innovative Practices:

So as to facilitate the transference of recognized effective practices from a Title III project to other schools and other districts, it would be desirable to examine the posibility of establishing administrative procedures to this end.

Such procedures might include, at the time a proposal has been accepted, the designation of personnel at regional and central levels with specific charges of giving orientation, facilitating the appointment of personnel and the purchase and receipt of materials and equipment, reviewing progress of the project toward its goals and reporting to other districts and regions those practives most worthy of emulation. Such a program might call for the creation of an administrative unit for this purpose with the function of coordinating all activities directed toward the dissemination of innovative and exemplary projects, whether funded by federal or local sources.

On the whole, the evident seems to indicate that for the majority of the projects the transference

> of innovative and exemplary practices was poorly if at all affected. (An Assessment of Impact of the Puerto Rico Title III, ESEA Program, 1975, p. 73).

4. A communication linkage should be established between the program directors at the Central Office and the local school districts.

> "Among the more frequently cited problems by interviewed respondents, and by evaluators were . . ., the lack of, or poor coordination of effects among local, regional and central offices". (An Assessment Impact of the Puerto Rico of Title III ESEA, Program, 1975, p. 75).

Thus, in its commitment to exert change as a means to improve the instructional product, the Department of Education has acknowledged the fact that a better coordinated and integrated dissemination program within all levels of the instructional system must be established.

Given the above described situation, the next step was to analyze the dissemination activities and materials that had already been developed in the Department of Education. This analysis showed that first, not all the personnel had a clear concept of what educational dissemination is; second, very few, if any, activities of training on the basic skills of dissemination had been developed; third, the information about the outcomes of research, experiments and innovations introduced had not been made available to the teaching population. In addition, there was a need for a deliberate effort to coordinate the various dissemination activities oriented on a teacher basis, and a need to develop a context within which a data bank of validated programs, research products, and other educational information could be made available to the users to help them in their decision making.

The committee, (composed of five persons) involved in the compilation and analysis of the information on dissemination activities and materials interviewed eight directors of federally funded projects, eight academic and

five vocational program directors, seven key staff personnel (Secretary of Education, Undersecretary of Education and five assistant secretaries for academic affairs). The committee also visited the professional library at the Central Office, made a survey, analysed the statistic reports from the school districts and studied the validation reports on the projects using Title I and Title III funds and their impact upon education on the Island.

At this point, based on the evidence collected, we decided that our next step should be, to organize and initiate a coordinated dissemination program to help the teaching personnel of the Puerto Rico Department of Education.

With this orientation, a Special Purpose Dissemination proposal was submitted to the National Institute of Education. The proposal was approved, and the Puerto Rico Department of Education received a grant to develop the proposed plan. The purpose and objectives are depicted herein, including a description of the extent of achievement in each objective.

Purpose:

To organize and coordinate its dissemination efforts as a basis for a statewide dissemination program.

Objectives:

1. To identify and give priority to educational information needs of the teaching personnel within the Department of Education.

2. To train the key staff in necessary dissemination skills, procedures, and techniques for the management of an effective dissemination program.

3. To locate, identify and evaluate the dissemination activities and materials developed within the different programs in the Department of Education and their relation to the identified information needs of the educational

personnel.

4. To develop a teacher based experimental dissemination project within a specific school district.

5. To design a statewide dissemination plan to coordinate existing dissemination activities and instructional resources to assist the users needs.

Extent to Which Objectives Were Met:

1. To identify and give priority to educational information needs of the teaching personnel within the Department of Education.

1.1 A questionnaire was prepared and administered to a selected sample population. (See Exhibit 1)

1.2 The information gathered was analyzed and priorities were established.

A questionnaire regarding dissemination activities within the three levels of the Department of Education was administered with the following outcomes:

-Over 130 projects federally and locally funded were in development through-out the different programs and school districts.

-57.28% of the key staff agreed that dissemination personnel should be in charge of offering alternatives to the solution of educational problems through a system of information to the users.

-47.57% considered the lack of economic resources and time the cause for the lack of dissemination facilities.

-The usefulness of dissemination rests mainly in the opportunity it provides to share ideas and search for new alternatives to deal with the educational problems.

-The main recommendation was the organization of an (office for the dissemination of educational information).

(Exhibit 1 shows a summary of the answers to the questionnaire)

Another need assessment conducted, was oriented to identify classroom teachers' needs. This study took place in the experimental school district of Barranquitas.

The study tried to identify the schools in the district which showed more need in the three areas of critical underachievement: Spanish, English and Math-

ematics. The target population for the year was the 4th and 7th grade. Minimal competency based tests were administered to the population in these grades. Five out of the twelve elementary schools were found to have 35% or less achievement in the three priority areas. These schools were: Lajitas Second Unit, El Paralito, Catabón, Quebradillas and Melechal Second Unit. The findings among the seventh graders were: five out of six schools had 33% or less achievement in the same areas. (Table: Exhibit 2)

Based on these results, the Center initiated a search for materials that could meet the teachers' interests. Recommendations of reference books, audiovisual materials and subscriptions to journals were made. The purchase of the same was carried through. This way, the collection of information materials was initiated by the Dissemination Center. The collection was enriched by catalogs and other information provided by NIE on encouraging practices and innovations, etc. A selection of books and journals was distributed to the regional linkage to be used with the district and regional personnel.

2. To train the key staff in necessary skills, procedures, and techniques in the management of an effective dissemination program:

2.1 Awareness meetings with key staff were conducted. The group included Under Secretary of Education, Assistant Secretaries, and school district superintendents.

2.2 A meeting was held with a selection of teachers from the experimental district. The purpose was to relate them to the project and encourage their cooperation as linkages between their school and the district field agent.

2.3 Key staff from the Academic Program, the Caguas Educational Region Office and the Barranquitas School District participated in a two days orientation meeting. The consultant to this meeting was Dr. Richard Merlig from the Council of State School Officers.

2.4 Personnel from the Project attended professional meetings in: Portland, Oregon; Washington, D.C.; Dorado, Puerto Rico; and Newport, Rhode Island.

2.5 Key staff from the Puerto Rico Department of Education attended a two day conference on implementation of innovations, sponsored by a local professional association (AEEP) at Dorado, Puerto Rico.

2.6 A brochure to convey information about the project was produced and distributed in meetings.

2.7 Staff from the State Office received orientation on the preparation of information and selection of media for dissemination.

2.8 Consultation was held with the staff of the experimental site regarding topics to be included in a seminar which was being planned.

2.9 A three day seminar on dissemination techniques and utilization of information resources was held. Twenty-two persons from the Central and Regional Offices participated. Dr. Fred Rosenau from the Far West Laboratory in San Francisco, California, and Dr. Harry Osgood from the Educational Resources Center, New Haven, Connecticut were the consultants in this seminar.

3. To locate, identify and evaluate the dissemination activities and materials developed within the different programs in the Department of Education, and their relation to the information needs of educational personnel.

3.1 ESEA, Title III validated projects on the Island were identified. Summaries of two of these projects, related to reading improvement, were prepared. (See Exhibit 3)

3.2 Bulletins were designed, produced and distributed:

a-Educational Information Center: Aims, Objectives and operation.

b-Experience Based Career Education.

c-Information Bulletin.

d-Nuestra Razón de Ser. (Our Reason for Being)

(See Exhibit 4)

3.3 Summaries of twenty (20) documents were prepared. Such documents were produced mainly in the Planning and Development Area of the Department of Education. (See Exhibit 5)

3.4 A collection of dissemination, information, and reference materials was organized. The collection includes books, journals, brochures, catalogs, films, sound filmstrips, videocassettes, etc.

3.5 A search for needs assessment was conducted.

3.6 Internal dissemination (within the State Office) efforts were made to relate program directors with products from outside and inside the state projects, educational information and industry produced materials.

3.7 Information was requested from the different Centers and Programs. Twenty-eight documents were collected. (See Exhibit 6 for titles of documents)

4. To develop a teacher based experimental dissemination project within the Sacramento School District.

4.1 A needs assessment was conducted, as well as tests given to students in the priority grades and subject areas of the district to determine the teachers' major needs for information and help. (See Exhibit 5)

4.2 Materials on the priority areas were selected and purchased to enrich our collection. A search was conducted and materials sent to the regional linkage, to be used by the teachers in the school district.

4.3 A selection of linkages from each school in the district was made. The group was exposed to the project objectives and procedures in disseminating information to peer teachers.

4.4 An awareness session was conducted at the regional level, to relate supervisors with the project, so as to facilitate the dissemination activities within the region and district.

5. To design a statewide dissemination plan coordinating existing dissemination activities and instructional resources to assist the users needs.

5.1 The following plan has been designed:

LONG RANGE PLAN
GENERAL DIRECTION FOR PLANNING, INFORMATION AND EDUCATIONAL DEVELOPMENT
DISSEMINATION CENTER
1978-79 through 1981-82

Instructional Course	General and Operational Objectives	Clientele, Product, or Service per Fiscal Year				Human Resources per Operational Objectives				Cost by Operational Objectives			
		1978-79	1979-80	1980-81	1981-82	1978-79	1979-80	1980-81	1981-82	1978-79	1979-80	1980-81	1981-82
Dissemination Center	1. Provide a systematic dissemination of information program based on the professional needs of the teaching personnel in the Educational System.												
	1.1 By the end of October, the Dissemination Center will have identified the needs related to dissemination services of 75% of the teaching personnel.	Needs identified, and priorities established.	→			11	13	14	15	$6,900	$7,590	$7,900	$8,300
	1.2 By the end of the school year, the Dissemination Center will have revised and operated a systematic flow of educational information through the three levels of the Educational System: central, regional and district. The information system will take care of a 100% of the requests received.	Revision of the dissemination system, as needed.	Revision if needed, for a better operation of the dissemination system.	→	→								
		Requests answered.	Requests answered.	→	→	11	13	14	15	$40,565	$44,621	$46,852	$49,200

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Instructional Course	General and Operational Objectives	Clientele, Product, or Service per Fiscal Year				Human Resources per Operational Objectives				Cost by Operational Objectives			
		1978-79	1979-80	1980-81	1981-82	1978-79	1979-80	1980-81	1981-82	1978-79	1979-80	1980-81	1981-82
	1.3 By the end of the school year, a collection of all documents produced in the Direction General for Planning, Information and Educational Development, as well as documents produced in other areas and submitted to this office, will be organized.	Collection of products	Increase of the collection	→	→	7	7	7	8	$5,197	$5,717	$6,000	$6,300
	1.4 By the end of the school year, the Dissemination Center will have produced for dissemination activities the following:												
	a- slides (or photos) collection of projects in validation.	Collection of slides or photos of projects being validated the current year.	Enrich the collection, and update it.	→	→	9	11	12	13				
	b- written progress reports on innovative practices.	Collection of reports on innovative practices.	Update the collection	Update the collection	→	9	11	11	12				

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		1978-79	1979-80	1980-81	1981-82	1978-79	1979-80	1980-81	1981-82	1978-79	1979-80	1980-81	1981-82
	c. photos or slides collection about the development of innovative practices oriented to the solution of problems identified as priorities in Objectives 1.1.	Collection of slides or photographies	Update the collection	→	→	9	11	12	13				
	d. book and articles reviews, summaries, bibliographies and other documents requested by users or by the initiative of the Center. At least 20 documents will be produced.	Production and collection of materials	Update the collection	→	→	9	11	12	13				
	e. design charts, posters, title pages, brochures and other forms, for dissemination purpose. Seventy-five percent of the requests for this type of service will be complied. (Note: Logistics for the presentations already exist in the school districts)	Designs produced	Designs produced for 80% of requests	Designs produced for 85% of requests	Designs produced for 90% of requests	9	11	12	13	$31,220	$38,915	$41,367	$44,379
	1.5 By the end of the school year, the Dissemination Center will have complied with at least 80% of the requests for colaboration in the	Technical assistance in the production of											

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Instructional Course	General and Operational Objectives	Clientele, Product, or Service per Fiscal Year				Human Resources per Operational Objectives				Cost by Operational Objectives			
		1978-79	1979-80	1980-81	1981-82	1978-79	1979-80	1980-81	1981-82	1978-79	1979-80	1980-81	1981-82
	production of materials for dissemination of projects, plans and activities.	materials for dissemination. →	→	→	→	9	11	12	13	$6,372	$7,000	$7,350	$7,720
	1.6 By the end of the school year the Dissemination Center will have organized a sub-center in each one of the educational regions with an appointed disseminator or linkage.	Organization of 4 new sub-centers.	Organization of 2 new sub-centers.	Update and maintain the 6 sub-centers. →	→	9	11	12	13				
		Dissemination of information within each region.	Maintain the existing 4 sub-centers. →	→	→								
			Increase dissemination capacity of each sub-center. →	→	→	9	11	12	13				
		Training of personnel.	Training and/or retraining. →	→	→	11	13	14	15	$12,100	$13,300	$14,060	$14,763
	1.7 By the end of the school year, the Center will have produced at least three	Production and acquisition of											

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1978-79 through 1981-82

Instructional Course	General and Operational Objectives	Clientele, Product, or Service per Fiscal Year				Human Resources per Operational Objectives				Cost by Operational Objectives			
		1978-79	1979-80	1980-81	1981-82	1978-79	1979-80	1980-81	1981-82	1978-79	1979-80	1980-81	1981-82
	audiovisual presentations related to innovations, training, plans or other topics of interest.	materials →	→	→	→	3	5	8	8				
		Organization of presentations. →	→	→	→	7	10	10	10	$13,690	$15,000	$15,750	$16,538
	1.8 By the end of the school year, the Center will have made at least two presentations, as described in Objectives 1.7.	Two presentations	Three presentations	Four presentations	Five presentations	9	11	12	12	$2,250	$2,475	$2,599	$2,730
	1.9 By the end of the school year, the dissemination personnel will have increased their abilities to develop their functions through training, both in and out of state; each supervisor, liaison, disseminator, etc. will participate at least in one training session or seminar workshop, conference, etc.	Professional activities in which personnel participate, for the enhancement of professional capabilities. →	→	→	→	9	11	13	13	$8,000	$8,800	$9,240	$9,682

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1979-79 through 1981-82

Instructional Course	General and Operational Objectives	Clientele, Product, or Service per Fiscal Year				Human Resources per Operational Objectives				Cost by Operational Objectives			
		1979-80	1980-81	1981-82	1982-83	1979-80	1980-81	1981-82		1979-80	1980-81	1981-82	
	2.1 By the end of the school year, the Dissemination Center will have disseminated at least one innovative project in each one of the region with an appointed disseminator or linkage. The project should have been validated by the Joint Dissemination Review Panel.	Dissemination of a project in 4 regions. Information provided to teachers.	Dissemination of a project in 6 regions	Dissemination of 2 projects in each region.	Dissemination of 3 projects in each region.	9	11	12	12	$32,000	$35,000	$37,000	$39,000
									Total	$110,294	$178,438	$185,444	$195,600

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Problems Encountered

1. Personnel:

1.1 Personnel to develop the project was not appointed on time.

1.2 The appointed personnel lacked the required dissemination skills and knowledge.

2. Facilities:

2.1 The physical facilities of the Center, were not available until late September, 1977.

3. Equipment and Materials:

3.1 The necessary equipment could not be purchased due to the lack of funds.

3.2 The materials purchased arrived very late in the year.

4. Others:

4.1 Changes in administration of the Agency interfered with the development of the Project. (Details in Quarterly Report from January to March, 1977)

Accomplishments

1. A dissemination program has been integrated to the operation of the Direction General for Planning, Information and Educational Development.

2. The Clientele of the Center increases continuously.

3. The personnel in charge of dissemination has increased. A Dissemination Center has been organized with full time personnel, including professional staff.

4. The Dissemination Center has its own physical facilities, and is acquiring gradually, the necessary production and dissemination equipment.

5. The Center has received the support of the key staff of the System.

Conclusions

The Puerto Rico Department of Education has profited from the Special Purpose Dissemination Project: Readiness for an Effective Dissemination Program. This project has given the Agency the thrust needed to establish such a program. It provided awareness of the need to organize a coordinated program of dissemination activities encompassing all levels and programs of the System.

The organization of a dissemination component, as provided by this project, has been the basis for the Dissemination Center, which is an integral part of the General Direction for Planning, Information and Educational Development.

Program and project directors are aware of the services provided by the Dissemination Center, and thus, request the services available regularly.

As a result of the implementation of this project, expansion of the dissemination activities and services has occurred. The statewide dissemination plan coordinating dissemination activities and instructional resources, as designed according to Objective 5 of the proposal, is being implemented. This will expand services to regional and local levels. It is expected to be developed as planned.

Recommendations

1. Technical support should be provided individually at national or regional level to the projects. Consultants should be able to visit and advise the project staff at the project site. This will give first hand support, since the situation will be personally assessed by the consultant. This help should be provided from the very beginning of the project.

2. New alternatives should be considered to expedite the prompt delivery of requested materials (This is to be developed in the project site).

3. A careful selection of personnel should be made, so as to assure that the same possess the necessary skills and knowledge to be useful to the project.

Acknowledgement:

Accomplishments attained by the Puerto Rico Department of Education in regard to dissemination, mainly in the coordination of dissemination services, are due to the approval by the National Institute of Education of the Readiness for an Effective Dissemination Program Project. Through the support given by this project to this System, we have been able to organize a more coordinated dissemination program, and to attract the interest of the key staff and the educational personnel. At present, we are in the process of a formal institutionalization of the dissemination program. We would not have been able to initiate and develop a dissemination component of this nature without the assistance of the National Institute of Education through the Special Purpose Dissemination Project.

BUDGET

Special Purpose Dissemination Project

Legal Base: Funds provided by the National Institute of Education (NIE) under Public Law 92-318 (as amended).

Period of Effectivity: July 1st, 1976 through June 30, 1977.

Amendment: July 1st, 1976 through Dec. 31, 1977.

Account Number: 77-210-81-76-81

Grant Number: NIE-G-76-0047

BUDGET

Category	Approved	Spent	Balance
1. Personnel	---	---	---
2. Consultant Fees	$7,739	$6,882.22	$856.78
3. Fringe Benefits	---	---	---
4. Travel	7,870	7,678.46	191.54
5. Equipment	---	---	---
6. Supplies & Materials	12,400	12,101.35	298.65
7. Communications	2,300	2,300	---
8. Services	6,694	5,865.10	828.90
9. Other	2,254	2,254	---
Total	$39,257	$37,081.13	$2,175.13

EXHIBITS

Exhibit 1

Q U E S T I O N N A I R E

EXHIBIT 1

Questionnaire on Dissemination of Educational Information

Date_____

Area Represented: 6 areas (25 programs) 5 regions and 73 school districts.

From the following statements select that which describes best your concept of dissemination:

1.94% a. To convey information to the leaders of an agency.

31.06% b. To convey and collect information from the educational population.

57.28% c. To take care of educational problems by means of information that provides alternative solutions.

(5.82% - other; 3.88% - no answer)

Does your office organize dissemination activities?

Yes 9.26%

No 8.74%

Which of the following alternatives do you consider describes best dissemination activities developed in your office:

1.94% a. Periodical meetings with the personnel that lacks knowledge of the office operation.

1.94% b. Distribution of newsletters and pamphlets.

7.76% c. First and second answers.

64.07% d. Periodical meetings, newsletters, publications, exhibits, utilization of mass media and reports to disseminate resources available.

7.91% e. To provide information on exposed problems so as to provide alternatives to their solutions.

(13.59% - other; 1.94% - no answer)

Has there being any request for further information during dissemination activities?

Yes 78.64% No 18.44%

(2.91% - no answer)

Which factors have limited the dissemination activities that your office should have developed so far? (more than one may be checked)

1.94% a. Lack of knowledge about the process.

21.36% b. Lack of skilled personnel.

47.57% c. Lack of facilities.

11.65% d. There are no limitations.

26.21% e. Others (specify)

Lack of economical resources
Lack of time
Bureaucratic process

(1.94% - no answer)

Which results has dissemination had?

0 a. The teaching personnel does not have educational problems.

10.77% b. The teaching personnel has requested more information related to their problems.

33.98% c. The teaching personnel has solved some problems through the information received.

15.53% d. Educational information has been requested more frequently and the dissemination program provides it.

3.88% e. The teaching personnel is satisfied with the information considered enough by the director.

(32.02% - other; 1.94% - no answer, .97% N.A.)

To whom is the dissemination in your office addressed.

- a. To the supervisory and administrative personnel.

- b. To the teachers.

- c. To the students.

4.85% d. The first two.

1.94% e. The first three.

85.43% f. The first three and the community.

(3.88% - others; 3.88% - no answer)

How frequent are dissemination activities held?

.97% a. Annually.

- b. Each semester.

.97% c. Four times a year.

90.29% d. As necessary.

(3.88% - other; 3.88% - no answer)

Who is in charge of dissemination in your office?

64.07% a. All personnel.

6.79% b. A person in charge of the task.

17.47% c. The director of the office.

(1.94% - others; 9.71% - no answer)

Do you believe in dissemination of educational information?

Yes 97.09% No 2.91%

Why? (The following are some of the answer)

It is the best mean to share ideas and help in the search of new alternatives for the solution of educational problems.

The community should be informed of the educational activities results obtained and extant problems.

People contribute to the extent they are given participation: more participation = more contribution.

What is your evaluation of the dissemination developed by the Department of Education?

5.82% a. Enough and adequate.

31.06% b. Adequate and organized.

39.80% c. It lacks organization.

11.65% d. Insufficient, inadequate and lacking organization.

(4.85% - others; 6.79% - no answer)

Where do you go (or who do you consult) when you need information on educational problems?

49.52% a. Your immediate supervisor.

1.94% b. Your peers.

3.88% c. To the library or resource center.

45.63% d. Others (specify) (Some answers follows)

Other Supervisors
Where a similar problem has been dealt with
All persons who master the teaching learning process

What would your suggestion be to improve educational dissemination in the System? (The following are some of the answers)

1. Organization of a dissemination office at central level.
2. Establishment of dissemination programs using different means of communication.
3. Better facilities at schools and school districts.
4. Better organization at central and regional level, to guarantee prompt and exact dissemination to the districts.
5. Systematization of dissemination.
6. Preparation of periodicals.
7. Organization of a dissemination program or division so that the interested personnel get clear and prompt information to make adequate use of the same.

-specify goals

-offer reliable data

-correct selection of the dissemination

Note: An explanatory memo from the State Secretary of Education was attached to this questionnaire.

Exhibit 2

TABLES: MINIMAL COMPETENCIES IN AREAS OF CRITICAL UNDERACHIEVEMENT

BARRANQUITAS SCHOOL DISTRICT
OFFICE OF THE SCHOOL SUPERINTENDENT
BARRANQUITAS, PUERTO RICO

DISSEMINATION PROJECT

Total amount of students who lack the minimum competence in Spanish, Mathematics and English:

Grade: 4th

School	Total Students in the group	Amount of students who lack minimum competencies and percentage or % it represents: Spanish No.	Spanish %	Mathematics No.	Mathematics %	English No.	English %
1. Mana Abajo	17	1	5	0	0	1	5
2. La Vega	20	-	-	-	-	-	-
3. Lajitas Second Unit	90	35	39	29	32	33	37
4. El Portón	41	13	31	18	43	19	47
5. Quebrada I	9	1	11	3	33	4	44
6. El Perallón	28	15	53.5	10	35.7	26	92.8
7. La Loma Second Unit	74	9	12	9	12	24	32
8. Cañabón	27	13	48.5	11	40.7	10	37
9. Quebradillas	32	17	56	15	47	24	75
10. Palo Hincado Second Unit	75	25	33	19	25	28	31
11. Helechal Second Unit	65	28	44	33	40.5	33	40.5
12. Urban Elementary	92	24	26	20	23.5	26	28

-Continuation-

Grade 7		Amount of students who lack minimum competencies and a percentage or % in regression					
School	Total Students in the group	Spanish No.	%	Mathematics No.	%	English No.	%
1. La Loma Second Unit	77	12	15	11	14.2	12	15
2. Lajitas Second Unit	105	35	33	30	29	43	41
3. Pedro Lebey	41	33	80	35	85	34	83
4. Matachal Second Unit	56	28	50	24	43	30	53
5. Palo Hincado Second Unit	120	61	50.8	19	16	49	40
6. Urban Jr. High	183	83	45	89	48	104	57

33

Exhibit 3

SUMMARIES - TITLES III VALIDATED PROJECTS

Itinerancy of Specialized Educational Services for Low Social - Economic Deprived Areas in Ciales School District

This project is geared toward the maximum use of the available educational resources of a school district characterized by a high concentration of low socio-economic families. It uses traditional itinerant services reinforced by a highly qualified professional staff. The services provided include physical education, music, art, library facilities and reading; the main efforts of this project are oriented to these areas in the attempt to correct educational inequity, reduce dropout patterns and improve reading achievement in Spanish. The projec' aims to retain from 85 to 90% of students enrolled at the begining of the school year, and at the same time improve their abilities in reading Spanish and in other curriculum areas. Grade level: elementary, junior and senior. Project Director: Mr. José M. Sánchez Torres.

Laboratory: Teaching of the Guitar by Multi - Media Audiovisual Aids

Playing the guitar is now much simpler and more widespread among students at Luis Muñoz Rivera Secondary School, where interest in the instrument runs high. Prior to the project, one teacher was teaching guitar to 15 students, while 60 others were waiting to get into the course. With a small grant from Title III and other local and state funds, the teacher instituted a new type of programmed lessons which feature audio-visual materials. Students are able to practice independently and to play back their performance on the electronic equipment. The equipment also enables the teacher to monitor individual student performances without disturbing the rest of the group. The lessons, all written in English, provide and opportunity for the students to enrich their vocabulary and to improve their reading skills. The validation team attested to the validity of the audio-visual method of teaching guitar and sampled its effectiveness by listening to student performances, both individually and in groups. Brunilda Lugo de Cruz, Project Director.

Exhibit 5

EXAMPLES OF SUMMARIES OF DOCUMENTS

PLAN DE ELIMINACION DE LA DOBLE MATRICULA EN LOS GRADOS DEL PRIMERO AL TERCERO

Parte II, Fase I - Fase II

El Area de Planificación y Desarrollo Educativo, que dirige la señora Iris Vázquez de Brunet, Secretaria Auxiliar, sometió al Secretario de Instrucción, Honorable Carlos E. Chardon, la segunda parte del documento relacionado con la revisión al Plan de Doble Matrícula.

La Parte II consta de dos fases a saber:

Fase I : Cambio de matrícula sencilla a matrícula alterna en los grados cuarto al sexto en el nivel elemental y cuarto al noveno en las segundas unidades.

1. El propósito de esta fase es liberar salones de clàses a fin de eliminar matrícula doble en las escuelas. De este modo al finalizar mayo de 1979, la matrícula doble de 16,152 estudiantes, se reduciría a 8,186, mediante el cambio a matrícula alterna de los grados 4to. al 6to. en escuelas elementales y del 4to. al 9no. en las segundas unidades. Así se acomodarían en matrícula sencilla los estudiantes de primero a tercer grado.

Fase II : Construcción de salones y asignación de maestros adicionales en los sectores de crecimiento poblacional y población estable.

1. Esta fase intenta proveer los espacios físicos, recursos humanos y materiales didácticos necesarios para aumentar el día escolar de tres horas a seis horas diarias. Esto se hará en sectores de crecimiento poblacional que cuentan con alumnos de 1ro. a 3ro. en matrícula doble.

2. Al finalizar el mes de agosto de 1981 se contará con 295 unidades físicas para albergar 8,186 alumnos en un horario de seis horas diarias.

INSTITUTO DE CIENCIAS DE LA EDUCACION

El Area de Planificación y Desarroll Educativo a través de su Secretaria Auxiliar, señora Iris Vázquez de Brunet, sometió al Honorable Carlos E. Chardon, Secretario de Instrucción, el documento, que presenta la creación de un Instituto de Ciencias de la Educación, que se hará cargo de la ejecución de los programas de adiestramiento relacionados con la problemática educativa a nivel de sistema. El adiestramiento formal que el maestro recibe a nivel universitario, es necesario pero no suficiente, para templar el temperamento pedagógico de nuestro magisterio en servicio. Es en el salón de clases donde el maestro se enfrenta concreta y directamente con diversidad de situaciones que ameritan acción dinámica para lograr el grado de excelencia necesario en el proceso de enseñanza-aprendizaje. Esto implica la necesidad de que el maestro en servicio se mantenga al día en el campo de la educación y mejore su capacidad para enfrentarse a las situaciones diarias del salón de clases.

La responsabilidad del adiestramiento en servicio del personal del Departamento no es tarea exclusiva del Instituto. El ICE estará enmarcado dentro de un concepto de servicio móvil no teniendo sede permanente excepto su personal administrativo y clerical. El personal será reclutado dentro del DIP y las universidades del país mediante contrato y trabajará los sábados, días feriados, por las noches y durante el verano evitando así interrumpir la labor en los salones de clases. El proceso de enseñanza será de naturaleza funcional y práctica para la solución de problemas reales. Todas las acciones estarán en armonía con las metas y objetivos del sistema y el fondo asignado para la operación del ICE en el presupuesto de 1978-79 es de $731,000,000.

Reorganización funcional y extructural del Area de Planificación y Desarrollo Educativo

El Area de Planificación y Desarrollo Educativo, que dirige la señora Iris Vázquez de Brunet, Secretaria Auxiliar, quien representa al Secretario de Instrucción, Honorable Carlos Chardon, diseminó a los diferentes niveles del sistema la reorganización funcional y estructural de su área.

El documento presenta los propósitos de promover la institucionalización de la planificación en las demás áreas y niveles del Departamento de Instrucción Pública y la de definir la información que promueva un mejor entendimiento de los servicios que ofrece el Area de Planificación y Desarrollo Educativo. En consecuencia, se ha utilizado la estrategia del diseño gerencial subdividido en trece etapas básicas.

El contenido del diseño recoge el producto de un esfuerzo de equipo (interno o externo). Dicha reorganización se efectuó durante los meses de mayo a septiembre de 1977 sin afectar el funcionamiento normal del Area de Planificación y Desarrollo Educativo.

La función del Area de Planificación y Desarrollo Educativo es esencialmente de asesoramiento a los niveles responsables de tomar las decisiones que ayudarán al Sistema a descargar su responsabilidad. (Detalles sobre la reorganización y actual estructuración del Area puede verse ampliamente en el documento original).

Plan de Edificaciones Escolares para los Años 1977-78 al 1981-82

La señora Iris Vázquez de Brunet, Secretaria Auxiliar, Area de Planificación y Desarrollo Educativo, sometió al Secretario de Instrucción Pública, Honorable Carlos Chardon, el Plan de Edificaciones Escolares para los años de 1977-78 al 1981-82.

El documento expone la situación de la actual infraestructura que acomoda los diferentes tipos de estudiantes y programas educativos del Departamento de Instrucción Pública. Es inadecuada desde los puntos de vista cualitativo y cuantitativo. A causa de su uniformidad en contraste con la diversidad de clientes y programas educativos, el cual se ha empeorado por la insuficiencia de recursos económicos y actos de vandalismo. El 100% de los edificios escolares exigen una reparación y el 60% necesita algún tipo de mejora.

Para normalizar las condiciones físicas de los 2,024 núcleos escolares existentes, implantar las mejores permanentes necesarias, construir las nuevas facilidades y pagar las rentas por intereses a la Autoridad de Edificios Públicos, se requieren $338,200.00 en los próximos cuatro años.

El procedimiento para la relación interagencial con el propósito de coordinar la planificación, programación, presupuestación adquisición de terrenos, preparación de los diseños, subasta, construcción, supervisión y adquisición de equipo (fijo y movible) para las edificaciones escolares puede verse más detalladamente en el Documento Original.

PLAN DE ACCION PARA ELIMINAR EL REZAGO EN EL APROVECHAMIENTO DE LOS NIÑOS DE CUARTO GRADO EN LAS DESTREZAS DE COMPRENSION DE LECTURA EN ESPAÑOL MEDIANTE EL ADIESTRAMIENTO DE LOS MAESTROS.

El 8 de noviembre de 1977 el Area de Planificación y Desarrollo Educativo a través de la señora Iris Vázquez de Brunet, Secretaria Auxiliar, sometió a la señora Virginia T Belaval, Secretaria de Instrucción Interina el documento de epigrafe.

Se presenta una propuesta encaminada a adiestrar a los maestros regulares a cargo del cuarto grado en los distritos donde el 50% o más de los estudiantes que tomaron la prueba de lectura en el año 1975-76, demostraron no dominar las destrezas básicas de comprensión de lectura.

Se administró esta prueba a estudiantes del tercer grado resultando que un 60% no dominan dichas destrezas. Tal hecho cobra mayor significación ya que el 94% de los estudiantes que tomaron la prueba se removieron al cuarto grado. Así un 50% de los estudiantes promovidos asisten a un grado sin contar con los requisitos mínimos para tener éxito en la labor que exige el grado. Esta problemática sobrecarga la tarea del maestro de cuarto grado. Esos maestros carecen de conocimiento sobre técnicas de enseñanza orientadas a desarrollar las destrezas de lectura al igual que nuevas estrategias para mejorar el proceso enseñanza-aprendizaje. Se hace necesario actuar rápidamente en el desarrollo de alternativas instruccionales. Es este el propósito del aludido Plan de Acción (Véase documento original).

TEACHING READING IN THE HIGH SCHOOL.

2nd Ed.

Robert B. Karlin

Reseña preparada por: Centro de Diseminación Educativa

Departamento de Instrucción Pública
Dirección General de Planificación
Información y Desarrollo Educativo

Octubre 1978

Karlin, Robert B. Teaching Reading in High School. 2nd Ed. Indianapolis, The Bobbs. Merrill Company, Inc., 1975 375p. ($9.75)*

RESEÑA

En este libro el autor expone la necesidad que existe de ayudar a los maestros a mejorar la calidad de la instrucción en lectura y por consiguiente aumentar la capacidad de los estudiantes en la lectura.

El libro está diseñado para maestros en servicio en escuelas secundarias y para los que están en proceso de iniciarse como maestros de escuela secundaria. Es este un libro de texto, práctico, en el sentido de que su contenido es específico en naturaleza y presenta en detalles la metodología para bregar con una variedad de situaciones de lectura. Se exploran los conceptos teóricos en aprendizaje y lectura y se traducen los mismos en procedimientos específicos de enseñanza. El autor enfatiza que no es su propósito presentar discusiones clínicas extensas y de observación. Los hallazgos de la investigación controlada y de observaciones empíricas demuestran la importancia de buena enseñanza en el desarrollo de la lectura para toda la población escolar.

Se incluyen formas para evaluar la dificultad de los materiales para la instrucción de lectura, estrategias para enseñar oraciones y párrafos con sentido, métodos para mejorar la lectura en las áreas del contenido e instrucción individualizada para combatir dificultades en lectura. En el Apéndice A, aparece una lista de referencias de literatura periódica. El Apéndice B, incluye listas de materiales de lectura y pruebas de lectura.

El propósito fundamental del autor al escribir este libro es relacionar a los maestros que se dedican a la enseñanza de materias educativas respecto a lo que otros hacen para combatir las dificultades en lectura. También está dirigido para maestros de escuela intermedia y de escuela superior, especialmente para aquellos que no han sido adiestrados o que tienen muy poco adiestramiento en la enseñanza de lectura.

El primer capítulo de este libro sintetiza la importancia de la habilidad en lectura y las tendencias de las modalidades vigentes sobre los programas de lectura en la escuela superior. La Primera Parte del libro hace referencia crítica del trasfondo histórico de lectura; causas en las dificultades de la lectura, psicología de la lectura y el aprendizaje, evaluación y medición de logros en lectura. La Segunda Parte trata sobre destrezas de lectura: reconocimiento de palabras, significados y lectura, el estudio de destrezas, lectura para apreciación, rapidez en lectura, una mirada a los adolescentes, interés por la lectura; y la Tercera Parte trata sobre lectura y programas de lectura: desarrollo de la lectura y contenido, individualización en la enseñanza de lectura, organización y administración de programas. En los apéndices se incluyen: bibliografía, exámenes de lectura en la escuela superior y estudio de destrezas, exámenes de lectura a nivel elemental, y materiales para la enseñanza de lectura en la escuela superior.

*Copyright 1972, by the Bobbs-Merrill Company, Inc.

PARENT TEACHING AND CORRECT READING PROBLEMS;
FOR PARENTS OF CHILDREN WITH READING DISABILITIES

Resumen preparado por: Centro de Diseminación Educativo

Departamento de Instrucción Pública
Dirección General de Planificación,
Información y Desarrollo Educativo

Octubre 1970

Parents Diagnose and Correct Reading Problems. For Parents of Children with Reading Disabilities. Harold D. Love. Springfield, Illinois, Charles C. Thomas, 1970, 112p. ($8.00)

Este libro se escribió con el propósito de orientar a los padres en el diagnóstico de problemas de lectura de sus hijos y ayudarlos a buscar una solución a la deficiencia después que esta ha sido identificada, utilizando un inventario de lectura informal.

Los padres descubren que en ciertas etapas de la vida del niño, el grado alfabético ABC etc., no siempre indica el nivel de lectura de éste. Por lo tanto, frecuentes padres observan sus hijos personalmente durante el aprendizaje. Como un inventario informal de lectura sirve varios propósitos, los padres podrían usar éste como una guía para identificar el nivel de lectura de un niño en relación con su ubicación en el grado. Es el mérito del autor, que los padres puedan diagnosticar y corregir la mayoría de las dificultades que los niños afrontan en el aprendizaje de lectura, ya que estos comparten gran parte (90%) de su tiempo junto en el hogar. Además, hay padres que con muy poca ayuda sobre las dificultades de lectura, pueden ser de gran utilidad en el aprendizaje de sus hijos, especialmente, en el dominio de destrezas.

El texto comienza explicando aquellos detalles más importantes que los padres deben saber para ayudar mejor a sus hijos cuando éstos desarrollan problemas de lectura. Define un problema de lectura cuando la habilidad del niño no está a la par con su edad cronológica para reconocer palabras y carece de las destrezas de comprensión y audición para enfrentarse al lenguaje. Hace un enfoque claro de lo que los padres deben evaluar y dónde deben comenzar. Además, provee información muy valiosa sobre aprovechamiento y cómo atacar el problema en el niño. Los siguientes factores deben ser observados por el padre durante el desarrollo del niño: 1) actitud constructiva, 2) instrucción correctiva, 3) problemas visuales, 4) procesos y etapas de lectura, 5) diagnosticar del niño por etapas, 6) comunicación y 7) el lugar que ocupa la lectura en el currículo.

En el inventario de lectura informal, se hace énfasis en una serie de preguntas que los padres deben hacerse. Se explica en forma bien detallada, cómo se deben administrar el inventario, usando material gráfico que cubre desde prekindergarten hasta el nivel de sexto grado. El autor estima que es durante las primeras semanas del primer grado que comienzan a descubrirse los problemas en el niño y hay que estar preparado para arontarlos. Se deben observar las actividades realizadas por el niño, el medio-ambiente y el interés por los libros. Hay que tomar en consideración la nota de primer grado, grado de disposición, acumulación de lenguaje y la motivación como ente motivador del niño.

Como la madurez del niño es un proceso por etapas, los padres deben estar bien seguros de cuándo es que sus hijos están listos para comenzar la tarea de aprender a leer. Además, deben estar atentos a un detalle muy importante en el sinnúmero de factores que son causales de problemas de lectura en el niño. Los niños varones tienen más dificultad que las hembras para aprender a leer debido a que: 1) las niñas maduran más rápido, 2) tienen mayor impulso motor y 3) son más agresivos. Otros factores que pueden afectar en el aprendizaje de lectura son los siguientes: 1) visión, audición y lenguaje deficiente, 2) enseñanza pobre, 3) escuelas en mal estado, 4) ambiente inadecuado, 5) obstrucción cerebral mínima o máxima, 6) desajuste emocional y 7) inteligencia baja.

Los padres pueden ser de gran utilidad haciéndole saber a sus hijos que ya en el cuarto grado no se van a enfrentar a libros corrientes solamente, sino que van a estudiar libros que incluyen salud, ciencia y música. Esto significa que deben dominar las destrezas de reconocimiento y comprensión que están relacionadas con las actividades pre-escolares y correctivas. En esta etapa ya el niño debe comenzar a leer pensamientos completos en vez de palabras. Esto le ayudará a entender mejor lo que lee. Debe comenzar con frases, seguido de oraciones, párrafos y selecciones.

El niño con problemas de aprendizaje, frecuentemente presenta los siguientes patrones de conducta que deben observar los padres: 1) presta poca atención a sus clases, 2) se distrae mucho, 3) demuestra exceso de actividad y 4) es impulsivo. La motivación es muy importante en los niños que presentan problemas de aprendizaje. Esto les ayudará a hacer un máximo esfuerzo por aprender a leer, y por consiguiente, mejorar su aprendizaje.

El autor enfatiza, que al igual que los padres encuentran niños con dificultad en el aprendizaje, encuentran hijos de naturaleza sobresaliente, los cuales necesitan ayuda especial. Estos niños presentan ciertas características comunes, a saber: 1) interés a temprana edad por calendarios y relojes, 2) aprovechamiento académico sobresaliente, 3) curiosidad de saber cómo y porqué, 4) vocabulario y nivel de lectura avanzada, 5) buena memoria, 6) habilidad intelectual superior, 7) intereses amplios, 8) habilidad temprana para narrar un cuento o evento, 9) buena salud emocional y 10) un periodo de concentración extenso.

Hay numerosos medios que ayudan a reconocer los niños sobresalientes. Estos pueden ser: 1) aprovechamiento escolar, 2) pruebas de inteligencia individual y de grupo, 3) búsqueda de talento en Ciencia, Arte, Música, Escritura y Expresión Oral, 4) lista de apuntes basados en características comunes, 5) observación evaluativa por los compañeros, y 6) la opinión de los maestros.

El autor sugiere, que la impresión de que los superdotados se pueden desarrollar en cualquier medio ambiente, no es cierta. Hay que reconocer la importancia de desarrollar recursos intelectuales. Para que estos niños se sientan satisfechos, necesitan comprensión y unas directrices bien acertadas de padres y maestros.

Enumera, también el autor, en las páginas 95-96 del texto, diesinueve (19) actividades de enriquecimiento que pueden interesar al niño a participar en ellas. Además, las siguientes cinco sugerencias prácticas, pueden ayudar a los padres a preparar la escena para lectura y aprendizaje creativo: 1) interesar al niño a ser autosuficiente delegándole responsabilidades, 2) enseñarlo a escuchar atentamente y seguir instrucciones, 3) proveer un lugar silencioso y de ambiente propicio para

la lectura, 4) contestarle preguntas y ayudarlo a que se las conteste él mismo, relacionarle una situación nueva con una familiar y 5) ayudarlo a expresar sus ideas oralmente e interesarlo a usar nuevos términos.

En resúmen, los padres deben tener presente que la lectura es la parte más importante del aprendizaje de sus hijos. Para que esta sea más provechosa, el niño debe de estar motivado. La motivación depende del interés y el propósito de la lectura. El padre debe tratar de conseguir las lecturas que mejor pueda disfrutar el niño. Así tendrá un hijo motivado y presto a aprender.

*Copyright 1970, by Charles C. Thomas.

READING INSTRUCTION IN THE CONTENT AREA

Karl Roenke and Mary K. Monteith

Reseña preparada por: Centro de Diseminación Educativa

Departamento de Instrucción Pública
Dirección General de Planificación,
Información y Desarrollo Educativo

Octubre 1978

Reading Instruction in the Content Area
Karl Roenke and Mary K. Monteith
ERIC Clearinghouse on Reading and Communication Skills
IV Kenyon Road, Urbana, Illinois 61801
February 1978, 31p.

RESEÑA

Este proyecto se desarrolló en el Departamento de Instrucción Pública del Estado de Iowa. El documento incluye prefacio, introducción, armonía entre el libro de lectura y el texto, instrucción en destrezas de lectura de comprensión, vocabulario y estudio de destrezas; sugerencias específicas para la enseñanza del Inglés, Matemáticas, Ciencia y Estudios Sociales y referencias bibliográficas.

El prefacio recoge toda la información pertinente relacionada con el Centro de Información de Recursos Educativos (ERIC) y su patrocinador, el Instituto Nacional de Educación (NIE).

En la introducción, el autor hace una exposición detallada del propósito del texto y la necesidad de la enseñanza de lectura en las áreas de contenido, ya que las destrezas de la lectura son parte del desarrollo del lenguaje intelectual que continúa a través de la adolescencia y edad adulta del ser humano. También destaca una serie de detalles que el maestro debe tener presentes en el salón de clases

Incluye un listado de recursos para ayudar al maestro a armonizar el texto con el libro de lectura y ayudar a evaluar la habilidad en lectura y la legibilidad del texto. Facilita la fuente de un listado de palabras, que proporcionará un nivel estimado de habilidad en lectura para estudiantes individuales y una fórmula para legibilidad, la cual proporcionará un estimado de la dificultad en lectura.

En la instrucción de destrezas de lectura el autor enfatiza las áreas de comprensión, vocabulario y estudio de destrezas y ofrece sugerencias para el mejoraramiento de las destrezas en las áreas antes mencionadas. Hace sugerencias específicas para la enseñanza del Inglés, Matemática, Ciencia y Estudios Sociales

incluyendo información nueva, pertinente a las distintas áreas en las diferentes materias tales como: discusión, problemas mundiales y símbolos matemáticos.

Presenta, además, una referencia bibliográfica que incluye nombres de autores, títulos de ejemplares, compendios de contenido y agencias de compras disponibles.

Exhibit 6

LIST OF DOCUMENTS COLLECTED IN THE DISSEMINATION CENTER

LISTA DE DOCUMENTOS PRODUCIDOS EN EL AREA DE PLANIFICACION Y DESARROLLO EDUCATIVO

1. Datos Sobresalientes del Estudio de Opiniones de los Padres con Respecto a la Escuela Pública en Puerto Rico Realizado por la Firma Clapp and Mayne

2. Estudio Sobre la Preparación de los Maestros del Sistema de Instrucción Pública de Puerto Rico

3. Propuesta para Proveer los Espacios Físicos Adecuados y Necesarios para los Alumnos Participantes en los Proyectos Título I de la Ley Elemental Secundaria

4. Reunión con Subsecretarios y Secretarios Auxiliares

5. Adiestramiento de 7,898 Funcionarios Docentes del Nivel Elemental en las Areas Programáticas de Estrategias para el Desarrollo Sistemático de Destrezas de Enseñanza, Diseño y Producción de Materiales Audiovisuales, Enseñanza por Niveles, Evaluación del Estudiante, Planificación Educativa, Gerencia Académica, Administración Escolar

6. Plan de Zonificación de Municipios para Crear Distritos Escolares

7. Instituto de Ciencias de la Educación

8. Gastos de Funcionamiento y Mejoras Permanentes para el Sistema Escolar de Puerto Rico de 1978-79 al 1981-82

9. Informe de Progreso

10. Plan de Acción para Eliminar el Rezago en el Aprovechamiento Académico de los Niños de Cuarto Grado en las Destrezas de Comprensión de Lectura en Español Mediante el Adiestramiento de los Maestros

11. Estudio de Vandalismo en las Edificaciones Escolares de Puerto Rico

12. Plan de Eliminación de la Doble Matrícula en los Grados del Primero al Tercero

13. Revisión del Plan de Eliminación de la Doble Matrícula en los Grados del Primero al Tercero

14. Fluxograma de los Productos

15. Memorial Explicativo del Presupuesto de Gastos de Funcionamiento del Area de Planificación y Desarrollo Educativo para el Año Fiscal 1978-79

16. Reorganización Funcional y Estructural del Area de Planificación y Desarrollo Educativo

17. Datos Sobresalientes del Estudio de Necesidades de Maestros y Ayudantes de Maestros del Proyecto 91-E

18. Plan Revisado de Desarrollo Educativo, Objetivos Operacionales del Sistema, Cuatrienio 1977-78 al 1980-81 Marzo 1978

19. Glosario de Términos

20. Estudiantes Promovidos al Cuarto Grado Sin Tener el Dominio de las Destrezas de Lectura en Español en Tercer Grado

21. Informe Preliminar Sobre la Evaluación del Proyecto Calendario Escolar Continuo

22. Informe Sobre Resultados de Pruebas Normalizadas de Aprovechamiento Admistradas a Toda la Población Escolar de los Grados Segundo al Duodécimo en Diciembre de 1975 y Febrero de 1976

23. Plan de Edificaciones Escolares para los Años 1977-78 al 1981-82

24. Programas de Instrucción Vocacional, Técnica y de Altas Destrezas

25. Vocational, Technical and High Skills Education Programs (Annual Report)

26. Puerto Rico Plan, Vocational Technical and High Skills Education Programs

27. Estudio de Vandalismo en las Edificaciones Escolares de Puerto Rico

Lista bibliográfica de documentos, para propósitos de diseminación, transferidos al Area de Planificación y Desarrollo Educativo.

1) Colección de documentos desarrollados por CONSAD Research Corporation, mediante contrato con el Programa de Instrucción Vocacional:

   - A Mannual for Developing Vocational Instruction, March 1970.

   - A Mannual for the Evaluation of Vocational-Technical Programs, January 1970.

   - Final Report: Staff Training Program on Grantsmanship and Proposal Writing for Research, Demostration and Exemplary Education Programs, July 1971.

   - A Draft of a Learning Module for Licensed Practical Nursing: The Administration of Selected Medicines and Drugs.

   - Vocational Education and Manpower Training Curriculum Project, May 1970.

   - Summary of Phase I Activities-Vocational Education and Manpower Training Curriculum Development Project.

2) Colección de documentos desarrollados por la firma Peat, Marwick and Mitchell Co., mediante contrato con el Programa de Instrucción Vocacional:

   - A Cost Effectiveness Analysis of the Vocational Education Program in Puerto Rico.

   - Administrative Utility Analysis Study Summary, Puerto Rico Department of Education, Area of Vocational and Technical Education, 1971.

   - Administrative Utility Analysis Puerto Rico Department of Education, Area of Vocational and Technical Education, 1971.

   - Administrative Utility Analysis Appendices. Puerto Rico, Department of Education, Area of Vocational and Technical Education, 1971.

3) Colección de documentos como producto de diseminación en torno a las implicaciones de la Leyes para la educación vocacional.

- A System Approach 1970 - Vocational Education Handbook for State Plan Development and Preparation.

- Policy-Making for Vocational Education: Suggestion for Developing and Implementing Policies for Vocational Education in the States, November 1975.

- A Guide for the Development of Residential Vocational Schools.

- Comprehensive Vocational Education Personnel Development and Utilization.

- A Guide for Cooperative Vocational Education, Sept. 1969.

4) Otros

- The Development of Research Capabilities of Key Puerto Rico Professionals in Vocational Education, January 1972. Desarrollado por Ralph Locassio, Profesor of Counselor Education, New York University.

- Evaluation Report Cooperative Vocational Education Programs in the Public Schools of the Commonwealth of Puerto Rico, 1970-71. Efectuado por The Psychological Corporation.

- An Analysis of Fifteen Occupational Clusters Identified by the U.S Office of Education.

- Necesidades presentes y futuros de recursos humanos en ocupaciones técnicas, diestros y clericales e implicaciones para la planificación de Programas de adiestramiento en Puerto Rico, 1970. Estudio efectuado por la UPR, Centro de Investifaciones Sociales.

- Manual para el desarrollo de la instrucción vocacional.

- Ocupaciones en la industria de la construcción (Estudio del archivo de las Oficinas del Area del Negociado de Seguridad para Empleo, Agosto 1976.